

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☒ High ☐ K-12 ☐ Other
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Mr. Frank Howlett

Official School Name: Ridge High School

School Mailing Address:
268 South Finley Avenue
Basking Ridge, NJ 07920-9439

County: Somerset State School Code Number*: 0350

Telephone: (908) 204-2585 Fax: (908) 204-2582

Web site/URL: http://www2.bernardsboe.com/BernardsBOE/DOR_RHS.aspx E-mail:
fhowlett@bernardsboe.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Valerie Goger

District Name: Bernards Township School District Tel: (908) 204-2600

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. William Koch

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 4 | Elementary schools |
| 1 | Middle schools |
| | Junior high schools |
| 1 | High schools |
| | Other |
| 6 | TOTAL |

2. District Per Pupil Expenditure: 11082

Average State Per Pupil Expenditure: 12806

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 3 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K			0	8			0
1			0	9	221	231	452
2			0	10	201	206	407
3			0	11	234	199	433
4			0	12	231	172	403
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							1695

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
14 % Asian
1 % Black or African American
3 % Hispanic or Latino
 % Native Hawaiian or Other Pacific Islander
81 % White
 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 8 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	64
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	62
(3)	Total of all transferred students [sum of rows (1) and (2)].	126
(4)	Total number of students in the school as of October 1.	1637
(5)	Total transferred students in row (3) divided by total students in row (4).	0.077
(6)	Amount in row (5) multiplied by 100.	7.697

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 6

Number of languages represented: 5

Specify languages:

Albanian, Mandarin, Spanish, Dutch, Japanese

9. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 12

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %

Total Number of Students Served: 210

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>9</u> Autism	<u>0</u> Orthopedic Impairment
<u>3</u> Deafness	<u>33</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>133</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>20</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>5</u>	<u>0</u>
Classroom teachers	<u>125</u>	<u>4</u>
Special resource teachers/specialists	<u>23</u>	<u>0</u>
Paraprofessionals	<u>19</u>	<u>0</u>
Support staff	<u>9</u>	<u>0</u>
Total number	<u>181</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 9 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	97%	97%	97%	99%	99%
Teacher turnover rate	8%	7%	15%	10%	13%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Dropout rate is below .5% each year

Teacher Turnover Rates over 12%: During the 2003-2004 school year there were a higher number of non-renewals (9) and during the 2005-2006 school year there were a higher number of retirements (11).

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	380	
Enrolled in a 4-year college or university	90	%
Enrolled in a community college	5	%
Enrolled in vocational training	1	%
Found employment	3	%
Military service	1	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Ridge High School is an outstanding secondary institution that offers students a rigorous, stimulating, and diverse academic program delivered by an experienced and dedicated faculty. Our students perform at very high levels while maintaining substantial involvement in interscholastic sports, clubs, activities, and community service. Ridge High School has been consistently recognized as one of the top performing schools in the J district factor group, the highest socioeconomic group in the state.

Academic growth and character development are top priority at Ridge. Approximately ninety-five percent of Ridge High School graduates go on to further education at two or four year colleges. Our guidance staff continues to cultivate an excellent working relationship with institutions of higher learning and they continue to maintain personal contact with admissions personnel to ensure that Ridge students have the best possible chance to attend the college of their choice.

Ridge High School offers eighteen Advanced Placement courses with the opportunity for students to take additional AP courses through the Virtual High School. Many courses are offered at the honors level. Ridge High School offers five world language programs including Spanish, Latin, Italian French and Japanese are offered at the college preparatory, honors and AP levels. Additionally, scores of electives in the areas of visual arts, technology education, business education and performing arts are offered.

One of the great strengths of Ridge High School and the Bernards Township Public Schools is the effort placed on recognizing and assisting those students with special needs. Ridge High School truly practices the concept of No Child Left Behind by measuring the strengths and weaknesses of every student and providing a program to best assist each student reach their personal academic and social goals.

Ridge High School competes in all but one New Jersey sanctioned sport and offers a myriad of curricular and extracurricular opportunities to students. Through the efforts of the professional staff, students can form clubs and activities to reflect their ever changing interests. As a result, approximately 80% of Ridge High School students participate in at least one extracurricular activity.

Ridge High School is accredited by the New Jersey Department of Education. The high school has been recognized by the US Department of Education for exhibiting Excellence in Education. The School Recognition Award for Outstanding Progress Toward Excellence in Education was formally presented to Ridge in Washington, D.C., and to representatives of only 270 other public and private schools in the country. In the fall of 2008, New Jersey Monthly ranked Ridge High School as number 24 amongst the top 75 public high schools in the state. Additionally, Newsweek magazine named the high school as number 136 amongst the top 10,000 public high schools throughout the entire nation in 2008.

In summation, the Bernards Township Public Schools has worked collaboratively with the community to establish a learning environment that serves to make the best education possible available to each and every child. Through this community support administration has the ability to recruit and hire the best teachers available, offer the most efficient and effective academic and extracurricular programs and meet the needs of those students who struggle with conventional methods.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The New Jersey Department of Education administers state tests (High School Proficiency Assessment or HSPA) each year to our students in grade 11 and a passing score is required for graduation from high school in the state of New Jersey. All students are tested in language arts and mathematics as well as science for the first time during the 2007-2008 school year. Sliding benchmarks representing the percentage of students needing to pass each state test have been established to help schools meet the mandates of NCLB. Individual test scores are reported in three categories: Partially Proficient, Proficient, and Advanced Proficient. Only students whose scores fall into the Proficient and Advanced Proficient ranges are considered to have met state standards. Additional information on New Jersey state tests can be found on the department's website: www.state.nj.us/education.

Students at Ridge High School have consistently scored in the mid to upper nineties in proficiency on both the math and reading section of the HSPA. It is noted that over the last four years 95% of students at Ridge High School passed the mathematics section of the HSPA. On the math section of the test, at least 96% of students have passed the HSPA with 98% passing during the 2007-2008 school year. Our focus has always been on helping students move from the proficient to advanced proficient range on all state tests, and this is achieved through intense test preparation imbedded into existing curriculum. For students who are unsuccessful in passing the HSPA during the first attempt in March of their junior year, they are placed into a class designed to help them pass the class (Essential Elements of Mathematics/Language Arts) to prepare them to take the test again during October of their senior year. For students who do not pass the eighth grade assessment, they are identified as "at risk" and are placed in a support class to help address the skills necessary to achieve proficiency on the HSPA. All students who have not passed on the first attempt were successful in passing during their senior year. All subgroups which include Asian and the special education population have made adequate yearly progress (AYP).

2. **Using Assessment Results:**

The Director of Curriculum works with staff members to collect and analyze state testing data. This data is analyzed from a longitudinal standpoint to notice trends across subgroups (gender, ethnicity, or special education students). A district testing report is generated each fall to include the district testing data and an analysis of the district's performance. Both areas of strength and weaknesses are addressed as well as recommendations for addressing shortfalls. As a way to benchmark the district's scores, testing data from seven similar districts is gathered each year and analyzed to glean any possible differences in student performance in districts who offer similar programs. In addition, the report is placed on the district's webpage for access by the general public. The data and recommendations contained in the report are then used to develop staff professional development programs as well as to point out areas which may need to be adjusted in the curriculum. The Director of Curriculum and Director of Special Education as well as the Curriculum Supervisors put together a professional development plan to conduct state testing training programs to address critical skills which must be honed as a result of the testing results. The language arts writing samples released from past state tests are used during staff training sessions as well as pinpointing areas in the math, language arts, and science curricula that may need to be revised to best prepare students for state tests.

3. Communicating Assessment Results:

Since the district testing report is presented in public at a board meeting, parents are able to ask questions about the trends in data and what instructional strategies are being incorporated to address any weaknesses. The report is presented in public at a board of education meeting whereby the community and board members may ask questions about testing data. The report is also presented to a committee of board members and administrators as well as a parent subcommittee. During the parent meetings, information is given to help assist parents in preparing students for the exam and informing them of the need to infuse test preparation skills into the existing curriculum. Each month there is a District Curriculum meeting which is composed of parent representatives and administrators from each building whereby test scores are reviewed and correlations between performance on the middle school assessments and HSPA are drawn to show the importance of early intervention for those students who perform poorly on the middle school assessments.

4. Sharing Success:

The school district as a whole continues to benchmark itself against other like school districts in an effort to both share effective instructional strategies and to identify areas of weakness. Ridge High School communicates with seven similar districts in the area about performance on state tests and the instructional strategies which are being employed to address skills essential for success on these tests. In addition, these strategies are often shared at countywide meetings or presented at regional conferences. Also, many of the content area supervisors are contacted about the test preparation which is employed, and districts nationwide request copies of both the language arts and mathematics curriculum as well as for the

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The school's curriculum is aligned with the New Jersey Core Curriculum Content Standards and is reviewed by teachers and content area supervisors to assure the curriculum is meeting the needs of diverse learners. In addition, all curriculum districtwide is subject to the five year program evaluation cycle whereby all teaching strategies, materials, and curriculum are analyzed by the teaching staff and recommendations are then made for curriculum revisions. The process also includes staff, student, and parent survey data to drive curricular decision making.

The curriculum of the Bernards Township School District culminates with the high school program of comprehensive course offerings. The district takes pride in the level of academic rigor that is provided to students in all areas, from fine and performing arts to the most advanced science and mathematics classes. Twenty-one Advanced Placement offerings and 29 courses offered at the honors level provide the students with expansive opportunities to challenge themselves beyond the college preparatory level. The students benefit from working with a faculty that stays current with pedagogical and practical instructional practices through graduate school attendance and through participation in the district's Staff College program. Students work closely with staff members during tutorial periods and through mentoring programs. A challenging curriculum, a supportive environment, and a staff with high expectations for student success are the ingredients that combine to produce graduates who are prepared to face the challenge of further education.

The Bernards Township Public School District offers a variety of opportunities for its students in the area of Fine and Performing Arts. The Art Department at our secondary schools offers a vast array of courses to our students. From basic art courses that include drawing, painting, sculpture and photography, to more advanced ones that train students in advanced animation and computer graphics techniques, a number of students also enroll in an art major cycle and Advanced Placement coursework. The RHS Annual Spring Art Exhibit is a wonderful showcase not only for our art students, but for the community as well. This much anticipated event offers a chance for our program to display the breadth and depth of its offerings.

The world language program at Ridge High School offers courses in Spanish, French, Japanese, Italian and Latin. Students typically study language for three years in the middle school and then enter the high school program at an intermediate level, or third year, of language study. The graduate requirement for languages is two years or 10 credits. 83% of students take at least 3 years of a world language and approximately 86% of the school population is enrolled in world language courses.

We offer novice level to advanced placement in all of our languages. Students may take language courses for college preparatory or honors credit. We offer the following AP courses for world language: Spanish Language, French Language, Latin Vergil, Latin Literature, Italian Language and Culture, and Japanese Language and Culture.

Languages are taught in an immersive environment. The target language is the means by which students learn about language and culture. Student abilities, interests, learning styles and multiple intelligences influence teaching techniques. Technology is an integral part of the program and students use tools such as the tablet PC and multi-media world language lab to practice language usage in a variety of culturally authentic situations.

2a. (Elementary Schools) Reading:

This question is for elementary schools only

2b. (Secondary Schools) English:

The Language Arts Curriculum provides students varied opportunities to develop as independent readers with the strategies/ skills necessary to approach any text. Similarly the writing strand develops young authors who write for varied audiences, in many voices, using different forms, and for varied purposes. Each course curriculum aligns to the New Jersey Core Curriculum Content Standards and the standards of the International Reading Association and National Council of Teachers of English.

Reading selections include not only the standard canon of literature but also more contemporary selections important for reading competency in the 21st century. Greek, Shakespearean and contemporary dramas share the stage with the dramatic dialogues of Anna Deveares as well as Kaufman's Tectonic Theater Project, The Laramie Project. Book/ reading selections and various literature circles provide ample student choice and include many genres: historical and contemporary novels, thrillers and mysteries, classic titles, poetry, memoirs, biographies, graphic novels, etc. Various literature circles present numerous texts that encompass overarching themes at various reading levels. Each literature circle group supports its members and is invaluable to struggling readers. Culminating projects, discussions, and Socratic Seminars hone student speaking/ listening skills.

Through multiple writing assignments, teachers target well-developed content, stylistic practices, issues of grammar/ usage, and finally a competent final product: persuasion, compare/contrast, narratives, poems, journals, timed/ untimed assignments, etc. Every course requires print/ non-print inquiry that contributes to a research paper using MLA format. Writing portfolios encourage students to review writing progress, assess weaknesses and set goals quarterly. The writing process and attention to the requisite thinking skills support above average writing skills for the entire student population.

Struggling students needing additional reading and/ or writing support are scheduled for more individualized instruction in an additional period of language arts (Essentials of English).

3. Additional Curriculum Area:

Science education at Ridge High School introduces students to the community of scientists, to the traditions of science, and to scientific exploration. Through the experiences provided in learning science, students become acquainted with the processes by which scientific concepts are created and then explored. Knowledge of these processes and concepts leads to the awareness that science is not a set of findings but rather the search for them. This awareness is accompanied by the understanding that issues created by the advance of science can only be resolved by moral judgment and political choice. Through the use of virtual and hands-on labs, students are able to explore the concepts/theories presented and test their own hypothesis against these concepts.

The content of science education is selected to meet students' needs. The content provides for the development of science concepts that are encountered and explored using the processes of science. There are opportunities for independent critical thinking through hands-on activities and a discovery-based program. These encourage a healthy skepticism.

Students learning science collect real data in classrooms, laboratories, and the outdoors. They record observations and measurements done on large and small scales, in qualitative and quantitative modes. They manipulate apparatus and follow directions to assemble and disassemble it. They analyze, manipulate, and communicate data using scientific terminology. They use mathematics to find patterns, discover relationships, and generate explanations and employ quick mental estimates for many mathematical operations.

Through the exploration of matter, motion, forces, space, and earth, students will find that science is connected to their everyday lives. Students need to understand the environment as a system of interdependent components affected by human activity and phenomena. From the study of organisms to how our universe was created, students can see the relationship between their lives and global issues.

The student who has achieved mastery in science education has experienced, can describe, and can choose to use the overall purpose of science: to search for truth in the world in which we live and beyond.

4. Instructional Methods:

The school district is deeply committed to the concept of differentiated instruction as it is one of the primary district goals. All staff are offered professional development through the districtwide Staff College program. In addition, during departmental meetings, supervisors/teachers highlight the use of differentiated strategies/assessments for colleagues. For example, in language arts classes students are given choice in reading selection based on their own interest which helps contribute to increased motivation for students who may be lacking motivation on reading assignments.

5. Professional Development:

Professional development opportunities in Bernards Township for 2007-2008 continued to meet the needs of both a veteran staff and also an increasingly novice instructional staff. With the continued growth in the pupil population and the ongoing concern for quality instruction, our professional development opportunities were once more revised. New Staff College offerings, continued pull-out training, the implementation of online Staff College courses, and a rigorous continuation of differentiated Flex Day options supported our goal to meet the professional development needs of our staff.

Our established Staff College program continued its contribution to professional development with various course offerings during the academic year, along with multiple summer course offerings. The courses addressed many of the needs established via the stakeholders' (administration, parents, teachers, community members, board members) assessment and included courses that addressed differentiation of instruction, active student learning, multiple courses for special education, United Streaming training, MOODLE resources, SMART Board technology offerings, and hands on coaching for the Tablet PC initiative. In addition, the district has continued to recognize that the staff needs reliable hardware in order to meet the technology expectation. An additional one hundred Tablet PCs were added into the middle and high schools and SMART Board installation was completed at the elementary schools. The Staff College program supported additional training in order to best implement these technologies into the classroom. Such diversity in course offerings helped maintain participation by both tenured and non-tenured staff. Teachers attended 73 different courses for a total of 8078 hours. The average hours per staff involvement in various Staff College courses was 15.2 hours.

Summer Curriculum and pull-out writing projects continued to provide in-depth, content-specific staff development. Teachers worked in curriculum writing teams, which included, where possible, a special education teacher and a technology representative. These projects produced both new and/or revised curricula based on identified instructional needs, current research or new mandates from the NJDOE. The projects included revisions in K-5 Mathematics, second year world language courses, Contemporary Literature 12, Creative Writing, Literary Connections 8, Communication for Classroom, College and Career, and kindergarten language arts. Additional projects included developing curriculum for the new Dance and Theatre courses, and revised the health curriculum to include suicide prevention K – 12.

The district supported teachers' enrollment in various graduate programs and continued an Administrative Intern program which provided teachers an opportunity to explore the challenges of administration. Three teachers, one from the elementary level, one from the middle school and one from the high school participated

in the program. Each intern completed a culminating project. For the 2008-2009 school year, we are continuing the program with three new Administrative Interns.

In 2008 – 2009, the district provided professional development activities that fell into five categories: Staff College, pull-out training, state mandated training, regularly scheduled faculty, department, grade level meetings, and New Hire /New to Grade Level Training.

The eighty plus Staff College courses fall into several major categories. Content area courses include a variety of mathematics lesson studies (K- 12), special education courses, and language arts, both reading and writing (K – 12). Specific course titles include Celebration of Math in the Middle School, Readers Theatre, and The Nature of Autism. In addition, all staff had the opportunity to be trained in American Heart Association CPR while coaches were offered a more athletic oriented CPR course. The technology course offerings have been developed at all levels and differentiated to meet the various skill levels of the staff. The courses include Advanced Tablet PC, Groupwise and Computer Basics, and OnCourse Website development.

Pull-Out training provides an opportunity for targeted professional development for specific groups of staff especially in math and language arts. Follow up training for curriculum work, test preparation instruction, and other district initiatives are typical topics for these sessions.

Each year, the district provides staff with appropriate training in the state mandated areas: sexual harassment, Public Law 504, bullying prevention, drug and alcohol awareness, child abuse and suicide awareness.

At the building level, building-specific concerns provide topics for monthly faculty, department and grade level meetings. At department meetings, staff review test scores, student progress and curricular changes. Elementary grade level meetings provide time for articulation and unit planning.

With the high expectations within our district, newly hired staff have a unique opportunity for training tailored to their needs. Their year begins in August with four days of training to introduce the staff to district goals, procedures, personnel, and curriculum. Within the first few months, additional new hire training sessions occur to prepare the staff for reporting grades, back to school night and curricular issues. First year teachers have their own additional mentor program, including eight hours after school and weekly meetings with their mentor to support them throughout the entire first year of teaching. Some Staff College offerings are specific and required of new staff. These courses include Classroom Management and Essential Elements of Instruction.

6. School Leadership:

Ridge High School is part of the Bernards Township Public Schools and the leadership structure begins with central administration that includes the superintendent, assistant superintendent and the business administrator. Next on the administrative flowchart are the directors, which consist of the Director of Curriculum, Director of Special Services and the Director of Athletics. This then transcends to the district level where the Curriculum Supervisors have K – 12 responsibilities. There exists a supervisor of language arts, mathematics, social studies, science, world languages and fine and practical arts. Additionally, there is a supervisor for special education K – 8 and a supervisor for special education 9 – 12 and the autistic program.

Ridge High School has a principal and four assistant principals on the administrative staff. The philosophy of the superintendent is to empower the principal to make building-based decisions and provide substantial input into district policies that affect the high school. The principal creates and implements his/her vision in collaboration with the assistant principals, directors and curriculum supervisors. Critical decisions are made by involving all stakeholders and those with the most knowledge and experience in the area of concentration. More emphasis is placed on knowledge power rather than position power.

The principal is advised by the Parent Advisory Council and the Faculty Advisory Council, each meeting twice per month. Additionally, the principal attends the monthly student government meetings where student input is solicited.

The principal is available to feedback from the other principals through semi-monthly superintendent's cabinet meetings. At these meetings ideas are presented and discussed in depth.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11

Test: HSPA

Edition/Publication Year: 2008

Publisher: Measurement, Inc.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	95	95	95	95	94
% Advanced	56	52	57	56	61
Number of students tested	399	386	372	343	320
Percent of total students tested	99	99	98	98	99
Number of students alternatively assessed	4	3			2
Percent of students alternatively assessed	0	0			0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	100	100	100	95	100
% Advanced	90	79	92	81	83
Number of students tested	52	52	49	41	36
3. (specify subgroup): Hispanic					
% Proficient plus % Advanced	85		73		
% Advanced	31		18		
Number of students tested	13		11		
4. (specify subgroup): Special Education					
% Proficient plus % Advanced	63	66	65	90	89
% Proficient plus % Advanced	13	13	19	21	72
Number of students tested	38	44	46	29	18

Notes:

Subject: Reading
Edition/Publication Year: 2008

Grade: 11 Test: HSPA
Publisher: Measurement, Inc.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	98	99	97	96	97
% Advanced	31	47	59	44	61
Number of students tested	399	386	370	344	320
Percent of total students tested	98	99	98	98	99
Number of students alternatively assessed	4	3			2
Percent of students alternatively assessed	0	0			0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	100	100	100	95	97
% Advanced	64	58	76	56	61
Number of students tested	52	52	49	41	36
3. (specify subgroup): Hispanic					
% Proficient plus % Advanced	92		80		
% Advanced	8		30		
Number of students tested	13		11		
4. (specify subgroup): Special Education					
% Proficient plus % Advanced	76	89	84	96	100
% Proficient plus % Advanced	0	16	20	4	40
Number of students tested	38	44	45	26	20

Notes:

----- **END OF DOCUMENT** -----